

Lake Forest College

Assessment of Student Learning 2010

Department / Program _____

Department / Program Chair _____

Inventory of Student Learning Outcome Statements and Assessment Measures

1. **Please attach a copy** of the written mission statement or statement of purpose for your department/program.

2. **List below at least two intended learning outcomes for your major or program.**

Note: A student learning outcome is a clearly defined statement delineating what students should be able to do when they complete the major in your department.

Student learning outcomes are often stated in the following format: The students will be able to..... , in which learning outcomes or goals are stated in terms of content knowledge and/or skill development. The most practical outcomes/goals are those that are measurable in some way, for example:

- The art major will be able to recognize historical periods and styles in the history of art through acceptable performance on a senior project.
 - The psychology major will be able to demonstrate familiarity with concepts, theoretical perspectives and empirical findings within the field on a standardized exam in psychology.
 - The Spanish major will be able to demonstrate oral proficiency at the high intermediate level or above according to the ACTFL guidelines.
 - The theater major will be proficient in using research and analysis for theatrical practice.
- see appendix A**

1) _____

2) _____

3. What methods have you used this year to assess what majors in your department/program know

and can do after they have completed the major? *Please check all that apply.*

- 19 Senior thesis or major project
- 14 Student course evaluations
- 10 Student satisfaction surveys
- 8 Graduate school acceptance rates
- 7 Alumni surveys
- 6 Exit interviews with students graduating or leaving the program
- 5 National examinations assessing subject matter knowledge (please specify)

- **ETS Major Field Test in Math, CS, Psych, Music**
- **ACS exams in chemistry**
- **ISBE certification exams in education**

- 3 Student graduation/retention rates
- 3 Portfolio evaluation of student work

Education; English; SOAN

- 1 Locally developed pre-test or post-test for subject matter knowledge
- 9 Other (please specify)

- **Exit surveys of seniors (3)**
- **Discussions among faculty (2)**
- **SAAC reports on minor satisfaction (AFAM)**
- **Successful completion of study abroad w/ B or better**
- **HW assignments in courses**
- **Admittance to honor societies**
- **Participation in student symposium**
- **Informal conversations with senior and majors**
- **Faculty teaching the senior seminar assess the students' oral proficiency to ensure that it is Intermediate High or above (through presentations and discussion), and their written analytical skills (through research papers) and cultural competence (through research papers and/or exams). Every senior seminar in French and Spanish includes assessment of these 3 major components of our majors.**

4. Which of the above measures are you considering using in the future? Please list.

Instrument	Number
Student satisfaction surveys	5
Alumni surveys	4
Graduate school acceptance rates	3
Senior thesis or major project	2
Success in study abroad programs	1
Course evaluations	1
Graduation/retention rates	1
Portfolio	1
Exit interviews	1
Local or national test	1

Implementation Plans

How has your department/program used results from assessments of student learning to improve services, courses, and programs for students in the academic year 2009-2010?

see appendix B

Additional comments/questions about assessing student learning in your department?

Return this form to: Associate Dean's Office via email by May 30, 2010

Assessing Student Outcomes modified and used with permission, Dr. Kelly Funk, Michigan State University; Dr. Sharron L. Ronco, Florida Atlantic University

APPENDIX A

Student Learning Outcomes by department:

African- American Studies

1. The African American Studies minor will be able to demonstrate familiarity with concepts, racial perspectives, historical periods in the history and culture of African Americans in the United States through a term-long independent research project.
2. The African American Studies minor provides a foundation for understanding black experiences in the United States, as well as an appreciation for the rich traditions of African culture.

American Studies

1. The American Studies major will be able to synthesize different perspectives on the American experience through an interdisciplinary course program.
2. The American Studies major will use this synthesized perspective to formulate her own analytical and critical inquiry as it related broadly to a critical perspective on the subject.

Area Studies

1. Area Studies majors will be able to demonstrate an informed knowledge of the history, social structure, political economy, and culture of their chosen region by successful completion of courses on the region from various disciplines.
2. Area Studies majors will be able to integrate the knowledge gained from courses in various disciplines by completion of a senior thesis or by successful participation in at least one study abroad program in their chosen area.

Art

The art major will be able to:

1. recognize historical periods and style in the history of art.
2. exhibit awareness of cultural characteristics of art from across the globe.
3. recognize the importance of institutions in the development of the history of art
4. define the links between form and content in works of art.
5. contribute new research and insight to the history and/or theory of art.
6. display exceptional skills at analysis and interpretation.
7. write papers with strong thesis statements and good historical awareness, with clarity of argument and depth of research.
8. demonstrate technical expertise extending to a variety of media, including drawing, design and other media, such as painting, sculpture, photography, ceramics and/or digital media.
9. combine media effectively using techniques appropriate to mode of expression.
10. exhibit a level of craft that shows sustained care and creates a sense of completion in the work of art.
11. exhibit proficiency at high level of technique that forefronts issues of concepts and pushes the limits of technique to expand expressive capabilities of media.
12. choose materials and techniques to effectively express ideas, and go beyond the basics to invent new uses for materials.

Asian Studies:

The Asian Studies major will be able to:

1. command basic Asian language skills

2. demonstrate independent research abilities
3. demonstrate critical thinking capacities
4. use persuasive communication proficiencies within the field of Asian Studies

Biology

The biology major will:

CONTENT

1. Master a working foundation of biological concepts and information.
2. Master a new topic in biology on my own through research and study.
3. Find and evaluate pertinent scientific information from the worldwide public databases, such as libraries, Internet, and other literature collections.
4. Become knowledgeable about some the topics of current research in biology.
5. I have a good feel for how scientific research is conducted.
6. Develop a good feel for the scientific research process behind reports about biology in the popular media.
7. Master essential laboratory skills in biology.
8. Be able to tabulate and graph data, and carry out basic statistical analyses.
9. Prepare for my future career.

RESEARCH

10. Form a hypothesis to address a scientific question and design an experiment to test that hypothesis.
11. Design and carry out an independent research project in the laboratory.
12. Understand what a “primary research article” is and what its purpose is in the scientific world.
13. Be able to read and comprehend a primary research article.
14. Be able to understand most data in research articles, including graphical and statistical information.
15. Be able to integrate and synthesize information from several related primary research articles.
16. Be able to connect what I learn from understanding primary research to what I learn in classroom and lab.
17. Be able to write the results of my own experimental research projects in the format of an original research article.

COMMUNICATION

18. Be knowledgeable about how scientists communicate scientific information with each other and with the public.
19. Be able to communicate contemporary scientific research orally.
20. Be able to communicate contemporary scientific research in writing.
21. Be able to use modern technology in oral and written scientific presentations.
22. Be able to think on my feet as I formulate responses to complex scientific problems.
23. Be able to propose concrete experimental approaches to advance the state of knowledge of a specific scientific problem.

COMMUNITY

24. Be able to collaborate with my peers on projects and to integrate our individual talents.
25. Receive the support, advice, and constructive encouragement I need from Biology faculty.
26. Obtain support, advice and constructive encouragement from other Biology majors.
27. Become part of an intellectual community in the biology department.
28. Become a part of a greater scientific community.

Chemistry: see hard copy of ACS guidelines

Communication

1. The communication major will be able to analyze various forms of communication, including written, visual, and oral media.
2. The communication major will be able to communicate effectively, with a strong sense for how context relates to message.

Economics

The Economics Major

The economics major provides students with a rigorous curriculum, broad in content but deep in understanding, of microeconomics, macroeconomics, and quantitative analysis. Our students can analyze economic problems and use data to inform decision making.

The Business Major

The business major prepares students for success in a complex, global economy with a foundation of accounting, finance, ethics, and marketing. Pedagogic strategies emphasize analytic cases, team projects, communication skills, technology, and cross-cultural learning experiences for both industrialized economies and emerging markets.

The Finance Major

The finance major prepares students with the analytical and technical skills crucial to their ability to succeed in different areas, including raising capital, evaluating different uses of capital, and investing. The finance curriculum integrates the theory of finance with material in both economic theory and business applications.

Education

1. The education major (teacher candidate) will demonstrate, through the portfolio process, professional characteristics, responsive teaching practices, resourcefulness, teacher efficacy, and reflective capacities as these are described specifically in the Education Department's document entitled "Dispositions of a Lake Forest College Educated Teacher."
2. The education major (teacher candidate) will meet, through the portfolio process, the standards articulated in the Illinois State Board of Education's standards, including the Illinois Professional Teaching Standards, Core Language Arts Standards, Core Technology Standards, and Content Area Standards for each student's respective discipline (e.g., social science, chemistry, elementary education, etc.).

English

1. All English majors will learn how to read and interpret complex texts and how to relate one text to another and to a tradition.
2. All English majors will learn how to read texts within historical and multicultural contexts.

History

1. The history major will be proficient in the skills required of a historian: critical thinking; writing historical research; and interpretation as shown by the satisfactory completion of the final project paper.
2. The history majors will demonstrate an understanding of historiographical approaches to the past, to recognize the limits and biases of documents from the past, and to appreciate the biases of both past and present in any reconstruction of history.

IREL

- 1) A student graduating with a degree in international relations will be able to identify the major theoretical traditions of the study of international relations as they pertain to international politics,

security, and economics – and employ these traditions for the purpose of describing, explaining, and predicting outcomes in contemporary international relations.

2) A student graduating with a degree in international relations will be able to relate the major historical events of the 20th century world – such as two world wars, decolonization, the Cold War – to major international controversies and policy issues including arms racing and proliferation; institutionalism and economic cooperation in trade, money, and finance; and poverty and human deprivation.

3) A student graduating with a degree in international relations will be proficient in a foreign language.

4) Because the International Relations Program is interdisciplinary – and because nearly 80 percent of IR majors either major or minor in another field, a student graduating with a degree in international relations will also have specialization in an area of interest to them.

Latin American Studies

Latin American Studies majors will be able to

1. demonstrate familiarity with the major historical trends of countries in the region.
2. analyze current events in socio-economic terms.
3. demonstrate familiarity with aspects of Latin American artistic phenomenon (e.g., literature, film, painting)

Mathematics and Computer Science

(report submitted without student learning outcomes)

Modern Languages and Literature

A. French and Spanish majors will be able to demonstrate oral and written proficiency at the high intermediate level or above (as defined by ACTFL guidelines). This will be achieved through successful completion of coursework (grade of C or better) focusing on oral and written communication, and aural and reading comprehension. Language learning in the department prefers a pedagogy qualified as the “communicative” approach, which contextualizes language through the use of authentic cultural materials and appropriate-level tasks. The sequence of language learning (first and second year language sequence, followed by third year coursework in advanced language, literature and culture), stresses writing and critical thinking, oral proficiency, and understanding cultural concepts, the Senior Seminar focusing on linguistic, literary and cultural analysis.

Specifically: Oral proficiency is assessed in 312, through administration of oral exams, oral presentations and discussion. Other courses and coursework also promote this element, in conjunction with aural comprehension. Students will be able to articulate grammatically correct and phonetically understandable French/Spanish at the required level.

Written proficiency is assessed in literature, translation, creative writing and advanced grammar and culture courses, and in the senior seminar (or senior thesis); students will be able to articulate their ideas in standard written French/Spanish at the high intermediate level or above.

B. French and Spanish majors will be able to demonstrate knowledge of the literatures related to target languages. Students will develop the skills of literary analysis and critical thinking about texts, as assessed in papers written for literature courses at the 300 level and the senior seminar. The literature courses, as well as the senior seminar, require analytical and researched papers, with emphasis on reading for comprehension, critical reflection and textual analysis. Students will be able to analyze and defend their analysis in a structured written text, in grammatically correct standard written French/Spanish. Students will also further demonstrate knowledge of major literary genres, movements,

textual themes, author's style and contributions, and critical vocabulary for the study of literature through course examinations and written coursework.

C. French and Spanish majors will reflect understanding of target cultures related to the language studied. This is assessed through critical reflection (written essays, exams, researched and analytical papers and oral presentations) in culture-based courses, as well as through successful performance in Paris and Granada, or other off-campus programs in the target culture. Students also gain cultural knowledge through guest speakers, language tutors, cultural events, and internships, some of which is demonstrated through student reflections presented orally and in writing. Students returning from Off-Campus programs often provide critical reflection on their experience in panels at the Student Symposium.

Capstone experience: Majors demonstrate competency in the above components of the major by doing original research and writing a senior thesis, or by taking the senior seminar which assesses the above through oral presentations and discussion, and written work involving translation, literary analysis and cultural contextualization. Faculty teaching senior seminars provide specific assessment of the majors in these courses to the Chair, who reports on this annually to the Dean of Faculty.

Departmental discussion is ongoing regarding whether one specific instrument may be used for both Spanish and French assessment in addition to current individual assessment by faculty teaching senior seminars. In any case, MLL faculty have discussed and concur that faculty teaching senior seminars assess in the three areas listed above (oral/written proficiency, literary knowledge/analysis and cultural understanding/context). Students also gain professional experience by presenting their original thesis research at the Student Symposium, and occasionally at external conferences.

Seniors are additionally assessed by faculty through College-wide assessment, and seniors assess their major through completion of a Senior Survey, to provide feedback to the department on the curriculum, faculty advising, off-campus study, their self-evaluated proficiency and career goals. These results are discussed annually by the department as a whole and they are taken into account with regard to curricular planning and new hires. The student academic advisory committee also assesses departmental faculty at time of hire and tenure/promotion and advises the department in terms of curriculum, faculty and off-campus programs.

Curricular integration: It is also worth noting that the above three components of the language major (oral and written proficiency, literary knowledge, cultural understanding) are understood to be related and integrated into oral and written course assignments assessed at every level to varying degrees (100, 200, 300).

Music

1). The music major will be able to recognize by ear the traits of the major style periods in classical music history, and be conversant in the musical language of jazz, electronic music, popular music, and/or music of different cultures.

2). The music major will be able to demonstrate aptitude in music theory as demonstrated by satisfactory performance in the ETS Music Field Exam.

Philosophy

Philosophy major students will be able to:

1. Express themselves effectively and conscientiously, with rigor and fairness, in spoken and written forms. Students should seek and promote respectful and fruitful dialogue on substantive and controversial issues.

2. Persevere and succeed in comprehending difficult texts and following the main lines of argument. Students should have a basic understanding of logic and the ability to make sense of a number of diverse methodologies associated with philosophical positions.
3. Be familiar with important periods in the history of philosophy, through exposure to the best thinkers from the Eastern and Western traditions. A recognition of the ways different cultures have engaged in philosophical pursuits should then inform students' reflections on, e.g., what really exists, the nature of the human condition, concepts of social justice and the responsibilities of global citizenship, and the rational, emotional, and aesthetic dimensions of human existence.
4. Develop a degree of expertise on specific philosophical themes of particular interest to them. In the process, we hope students develop a real excitement and love for philosophical texts and debate.
5. Engage in creative philosophical efforts. Philosophical investigations require not simply that students learn a body of information but that they assess and build on that knowledge and ultimately develop their own insights and arguments.
6. Reflect on life and values in a rational and objective fashion, as part of a life long curiosity about the world we live in, our place in it, and our contribution to its improvement.

Physics

A graduating physics major should:

1. understand the fundamental physical principles of mechanics, electricity and magnetism, thermodynamics, and quantum mechanics, and apply these principles to a variety of problems.
2. be able to break down complex problems, apply sophisticated mathematical analyses, and construct well organized solutions.
3. have proficiency in basic experimental techniques and a familiarity with standard laboratory hardware. Upon graduation, a physics major should be able to collect and analyze experimental data in a variety of situations. For example, a physics major graduate should be able to connect a voltmeter and ammeter to measure the voltage across and the current through a resistor, use an oscilloscope to monitor and measure a signal, and quantitatively and graphically analyze data with standard software.

Politics

1. The Politics major will be able to demonstrate an understanding of the principal questions, concepts, and methodological approaches of several of the subfields of the discipline (American politics, comparative politics, international relations, political theory, and public law).
2. The Politics major will be able to analyze critically a range of writings and issues in the "public conversation" about politics (e.g., major newspapers such as *The New York Times*, news magazines such as *The Economist*, and journals of analysis/opinion such as *Foreign Affairs*).

Psychology

The psychology major will be able to:

1. Demonstrate familiarity with concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic methods, including design, analysis, and interpretation of research.
3. Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to behavioral questions.
4. Apply psychological principles to personal, social, and organizational issues.
5. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values of the discipline.

Religion

(report submitted without student learning outcomes)

Sociology and Anthropology

The SOAN major should study, review, and demonstrate understanding of the following:

1. The disciplines of sociology and anthropology and their roles in contributing to our understanding of social reality, such that the student will be able to: (a) describe how sociology and anthropology differ and are similar to each other and to other social sciences and to give examples of these differences and similarities; (b) describe how sociology and anthropology contribute to a liberal arts understanding of social reality; and (c) apply sociological and anthropological insights and principles to her/his own life.
2. The role of theory in sociology and anthropology, such that the student will be able to: (a) define theory and describe its role in building knowledge; (b) compare and contrast basic theoretical orientations; (c) show how theories reflect the historical context of the times and cultures in which they were developed; and (d) describe and apply some basic theories or theoretical orientations in at least one area of social reality.
3. The role of evidence and qualitative and quantitative methods in sociology and anthropology, such that the student will be able to: (a) identify basic methodological approaches and describe the general role of methods in building sociological or anthropological knowledge; (b) compare and contrast the basic methodological approaches for gathering data; (c) design a research study in an area of choice and explain why various decisions were made; and (d) critically assess a published research report and explain how the study could have been improved.
4. The technical skills involved in retrieving information and data from the internet and using computers appropriately for data analysis. The major should also be able to do social scientific technical writing that accurately conveys data findings and to show an understanding and application of principles of ethical practice as a sociologist or anthropologist.
5. Basic concepts in sociology and anthropology and their fundamental theoretical interrelations, such that the student will be able to define, give examples, and demonstrate the relevance of culture; social change; socialization; stratification; social structure; institutions; and differentiations by race/ethnicity, gender, age and class.
6. How culture and social structure operate, such that the student will be able to (a) show how institutions interlink in their effect on each other and on individuals; (b) demonstrate how social change factors such as population or urbanization affect social structures and individuals; (c) demonstrate how culture and social structure vary across time and place and the effect is of such variations; and (d) identify examples of specific policy implications using reasoning about social-cultural-structural effects.
7. Reciprocal relationships between individuals and society, such that the student will be able to: (a) explain how the self develops socially; (b) demonstrate how societal and structural factors influence individual behavior and the self's development; (c) demonstrate how social interaction and the self influences society and social structure; and (d) distinguish sociological and anthropological approaches to analyzing the self from psychological, economic, and other approaches.
8. The macro/micro distinction, such that students will be able to: (a) compare and contrast theories at one level with those at another; (b) summarize some research documenting connections between the two; and (c) develop a list of research or analytical issues that should be pursued to more fully understand the connections between the two.

Theater

- 1) Theater students should be proficient in using research and analysis for theatrical practice.
- 2) Theater students should understand the functions of theater in different times and different cultures.
- 3) Theater students should understand the complementary functions of different areas of production.
- 4) Theater students should demonstrate organization and coherence in scholarly and artistic expression.

Women and Gender Studies

1. WGS minors will have the tools to engage in interdisciplinary scholarship on gender and sexuality.
2. WGS minors will be able to explain why competent understanding of the history, present situation and future of gender and sexuality are worthwhile objects of study.

APPENDIX B

Implementation Plans:

AFAM: The program is attempting to fill the void of a course in history as well as a professor of history hire. The program is also planning to follow the recommendations of the outside evaluator's report rendered May 2010.

Area Studies: The program offers no regular courses of its own, although some independent studies may be registered under the Area Studies rubric. We have used student satisfaction surveys as well as conversations with the advisor to try to improve the services offered by the major to individual students. It is my intention to ask the Assessment Committee for help in developing rubrics to evaluate student mastery of conceptual approaches and skills that are important for Area Studies majors.

Art: Services/courses - We have begun to offer more classes in the computer area- first – graphic design for which students have been asking for years. We have also instituted a new minor in Digital Media Design in conjunction with Computer Science. These two courses have allowed us to be responsive to student needs and the surveys that consistently raised this issue.

We continue to try to work on obtaining more studio space; this continues to be very high on the list of what students need/want. This has become particularly evident with studio majors who are completing senior theses.

We have just completed a department review (both self-study, outside review as well as ARRC's response). With these documents in hand, we are studying various responses and ways in which to improve student learning etc.

Chemistry: We have regular discussions of the above assessment methods with department members during weekly department meetings and individually to assess progress and identify issues.

We developed Chem 114 as a response to our weekly departmental discussions. We plan to hold follow up discussions to assess this first implementation of the course offering.

We initiated math assessment as a pre-requisite for chem. 115. Students must score a 12 or higher on the math portion of the Toledo Placement Exam to remain in chem. 115. Scores lower than 12 require placement into chem. 114.

Chem 108 will be implemented in 2010-2011 as a response to needs and performance in the environmental studies major.

The Chemistry Department will work on the development and support of first-year students' math skills required for the chemistry major.

The Chemistry Department will explore options for developing student written work outside of the laboratory notebook.

Communication: The communication department has used assessments of student learning in the past to evaluate our existing curriculum and reform it. Both major changes in the communication department's curriculum that have occurred in the last 10 years have occurred as the result of close work with students. Responding to student concerns, the communication department adjusted its course offerings in 2004 to make the major and minor more cohesive, more meaningful. The 2004 curriculum revision emphasize creating more common experiences so that, for example, all students who took

Introduction to Communication would have a similar experience. The 2009 curriculum revision expanded course offerings to allow for more variety, and also played up our practical applications of the communication major and minor. This was done while also responding to student concerns that the communication major included too many courses from outside of the communication department. All of this was the result of careful attention to the senior survey. We plan to have our majors write a self-evaluation of their experience in the major and how they believe it will influence his/her future.

Education: We have instituted a portfolio process that is helping us evaluate learning outcomes in order to improve services, courses, and programs in the future. This includes a new exit process. We are just beginning to analyze results to determine ways in which to improve our program.

English: We have revised our major and minor requirements to focus on the student call for additional creative writing courses, and we have determined that adding a set of required American Literature courses would better focus on the goals of the department

IREL: I am new to this position and know of no mechanism of this sort, but it is my goal to create one going forward.

Philosophy: to be developed and turned in?

Physics: We give the assessment exam as part of our Senior Seminar, which we can offer only every other year. Thus the juniors in the class have not taken Electricity and Magnetism (Phys 310) and only some may have not taken Thermodynamics (Phys 330). We separately score each topic (mechanics/relativity, quantum mechanics, electricity & magnetism, and thermodynamics) on our assessment exam. The scores for the various topics are similar for the two groups of students except for Electricity and Magnetism questions, where the juniors scored significantly poorer. The best scores are typically for quantum mechanics, which is probably due to the freshness of the material in their minds, since it is offered in the same year as the Senior Seminar.

Past exams suggested a particular weakness in thermodynamics and Mike Kash made a concerted effort to address this in when he taught that course in spring 2007. The 2008 and 2010 tests showed good results for this topic, so Mike's changes appear to have been effective.

The 2008 exam indicated a weakness in mechanics/relativity. This was likely due to the fact that 10 of the students in that year's Seminar took mechanics with Tae Kim, who was my sabbatical replacement in the 2005-2006 academic year and who, by most accounts, did not do a very good job.

For the review question assessment homework assignment, the students generally perform as well on this assignment as any other homework.

Politics: In 2009-2010 the Politics department engaged in a series of regular meetings to discuss changes in the structure of the major. We considered such issues as: What courses should our students take at the introductory level? How should students proceed through the major in terms of 200-, 300-, and 400- level courses? What subfield requirements should we have?

This is the first time in at least 35 years in which the Politics department has seriously considered changes in the structure of the major. Although we did not reach final consensus on proposed major revisions, we went a long way toward doing so, and I believe that these discussions within the department, even though they were sometimes spirited and contentious, were salutary.

During the coming fall semester, coming year, the department will resume this discussion. I am hopeful that we will soon bring forward a revised, improved major that will better serve our students.

Psychology: *Development of a neuroscience program:* In our 2007 curricular review, the external reviewer identified the absence of a neuroscience concentration, major, or minor as a weakness of Psychology's program. On the Senior Major Survey, some students have also noted that they wished we had more neuroscience offerings. Accordingly, we worked with the Biology Department to develop an interdisciplinary neuroscience program (major and minor), which went into effect in the middle of the 2009-10 academic year. It is already attracting students and we expect it to improve the educational experiences of students whose interests span the psychology-biology interface.

A new community psychologist: On the Senior Major Survey, students had expressed interest in more applied psychology courses and more exposure to service-oriented career options. Thus, when a faculty member who specialized in philosophical psychology retired, we replaced him with a community psychologist, who joined us in the fall of 2009. She is already developing new courses, such as Community Psychology (on the books but rarely offered since the department lost its last community psychologist almost two decades ago) and Psychology of Social Justice.

Senior seminar changes: We learned from the Senior Major Survey that students perceived one of the senior seminars as less challenging informative than the others. Upon further investigation, we learned that it was not being taught at the same level as the other seminars. As a result, last year that course was moved to a lower (200) level. We also learned that students were dissatisfied with the range of senior seminar options available to them. As a result, in 2009-10 we offered an additional seminar (Learning and Evolution of Behavior) and we have added Psychology of Language to the senior seminar offerings for 2010-11.

Religion: to be developed next year under new chair

SOAN: Our department has continued to expand its course offerings in anthropology: specifically expanding within the area of Archaeology. The inclusion of archaeology as a component of the core course, SOAN220, as well as two other courses devoted specifically to the discipline has attracted and engaged several new students into the discipline. Additionally, the courses are popular and well received among the majors already in the department. At present our course offerings are varied and occur at all levels of difficulty.

We have also instituted higher criteria for students majoring in the department: the grade expectations for students within the department have been elevated to a minimum of "C". This is in response to a desire among students for greater rigor within the courses already offered within the department.

Theater: In planning new courses and revisiting existing ones, we always consult student evaluations to measure student response to our pedagogical efforts. We can also measure student ability by evaluating senior theses. In addition, we receive student feedback directly from members of the Student Artistic Advisory Committee (SAAC) and the Play Selection Advisory Committee (PSAC).